

ENGLISH 1101-020: First Year Composition I (Online)

CRN: 82043
TERM: FALL 2020
CLASS MEETINGS: TUESDAY 8:00 - 9:15 am [Synchronous via Zoom]
Other material available asynchronously via iCollege

INSTRUCTOR: Stephanie Graves
EMAIL: sgraves15@gsu.edu
VIRTUAL OFFICE HOURS: TH 9:00 - 11:00 am & other times by appointment

COURSE POLICIES

COURSE CATALOGUE DESCRIPTION

This course is designed to increase the student's ability to construct written prose of various kinds. It focuses on methods of organization, analysis, research skills, and the production of short expository essays. Readings consider issues of contemporary social and cultural concern. *A passing grade is a C.*

COURSE LEARNING OUTCOMES

By the end of this course, students will be able to:

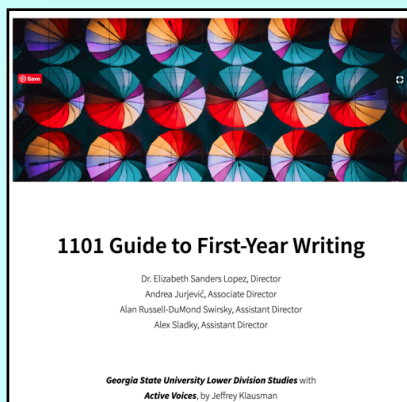
- Engage in writing as a process, including various invention heuristics (brainstorming, for example), gathering evidence, considering audience, drafting, revising, editing, and proofreading.
- Engage in the collaborative, social aspects of written composition, and use these as tools for learning.
- Use language to explore and analyze contemporary multicultural, global, and international questions.
- Demonstrate how to use composition aids, such as handbooks, dictionaries, online aids, and tutors.
- Gather, summarize, synthesize and explain information from various sources.
- Use grammatical, stylistic, and mechanical formats and conventions appropriate for a variety of audiences, but in particular the formal academic audience that makes up the discourse community with which you will also become more familiar in this course.
- Critique your own and others' work in written, visual, and oral formats.
- Produce coherent, organized, readable compositions for a variety of rhetorical situations.
- Reflect on what contributed to your composition process and evaluate your own work.

ABOUT THIS COURSE

In a course dedicated to composition, it is inevitable—we are going to do a lot of writing in this course. My philosophy is that the more you write, the more proficient you will become. Every reading, activity, and assignment you are asked to do is specifically chosen to help you become a better writer; there is no busy work in this class. The good news is that the writing and reading skills you acquire can and will transfer to work outside this class. What you learn in this course will impact your writing in your other academic classes, the writing you produce in your chosen career or workplace, and in your community work or personal writing tasks.

Communicating effectively through writing is an invaluable skill. You will be able to draw on your own experiences and interests throughout the course and I will introduce you to other ideas and approaches to those ideas. In addition, we will use a variety of technology to accomplish our writing tasks. These technology skills are also transferable to your other courses and your chosen career.

REQUIRED TEXTBOOK AND READINGS



Lopez, Elizabeth Sanders, Andrea Jurjević, and Megan E. Malone. *Guide to First-Year Writing for English 1101*. Top Hat Ed, Fountainhead, 2020. ISBN 987-1-64485-268-2.

This text, available as an electronic text in the TopHat platform, is required and will help you be successful in this course. The text can be purchased from the GSU Bookstore or directly through Top Hat. To ensure you get the correct edition, note the ISBN number above and follow the instructions (sent via email) provided for purchase.

All other material will be posted to the course iCollege page.



COURSE ACCESS

All course materials including the syllabus, schedule, assignment handouts and rubrics, and video/audio instruction will be posted on iCollege. **Students should be in the habit of checking our course iCollege site and their GSU student email frequently every week during the term.** More information about using iCollege can be found in the [Student Quickstart Guide](#) offered by GSU's Center for Teaching and Learning (CETL).

Students must have reliable access to the internet and a device with composing software (such as Microsoft Word or Google Docs) to complete this course successfully. For more information about technology requirements for online learning and campus resources, read [Technology Requirements](#). If you need technology equipment or internet access to complete this course, GSU may have resources to offer as noted in that document. You can fill out a form to check out technology (tablet, wifi hotspot, etc.) if you have that need.

It is important to save and archive all work for your courses. You should have a copy of all major project drafts and final versions saved outside of iCollege. You may find it helpful to use GSU e-storage, Google drive, a flash drive, or other means to create a backup of your work.

EXPECTATIONS OF A UNIVERSITY-LEVEL STUDENT

English 1101 may be one of your first classes as a college student or as a student at GSU. The expectations in this space and community may be very different from those of your previous classrooms and teachers. The following suggestions will help you succeed in this class and others at the college level

- Read and know the policies stated on the course syllabus
- Adhere to all submission guidelines and procedures set out by your instructor
- Be an active class member, checking for new material regularly, handing in assignments on time, and participating in all collaborative work (group discussions, reading or writing activities, review of other's writing, formal peer review)
- Follow the posted schedule for the course for interaction with course materials, your classmates, and the instructor
- Keep track of all deadlines and tasks and create a schedule for yourself to meet deadlines
- Correspond with your instructor in a respectful and polite way
- Ask questions anytime you need to. Your instructor is happy to connect via email, virtual office hours, or web meetings
- Schedule an individual appointment to discuss details of your coursework, grades, accommodations, or any other private matters

COMMUNITY

We are part of a learning community dedicated to supporting a positive environment for all participants. We must treat one another with **respect** at all times. Professional courtesy and sensitivity are especially important relating to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, and nationalities. In our online community, special care must be taken to pay attention to communicate in a positive and supportive way. Disruptive behavior such as disrespecting a member of the class, posting derogatory comments, or consistently missing scheduled collaborative work time does not support community building. If a pattern of disruption occurs, additional steps may be taken, including permanent removal from the course. Keep in mind that our community extends beyond our iCollege and classroom spaces to course emails and all environments used for our course interactions.

Please refer to the 2019-2020 GSU Student Handbook for details regarding the Disruptive Student Behavior Policy: https://codeofconduct.gsu.edu/files/2019/07/2019_7_3_Disruptive_Student_in_the_Classroom.pdf

COMMUNITY OF CARE & MENTAL HEALTH RESOURCES

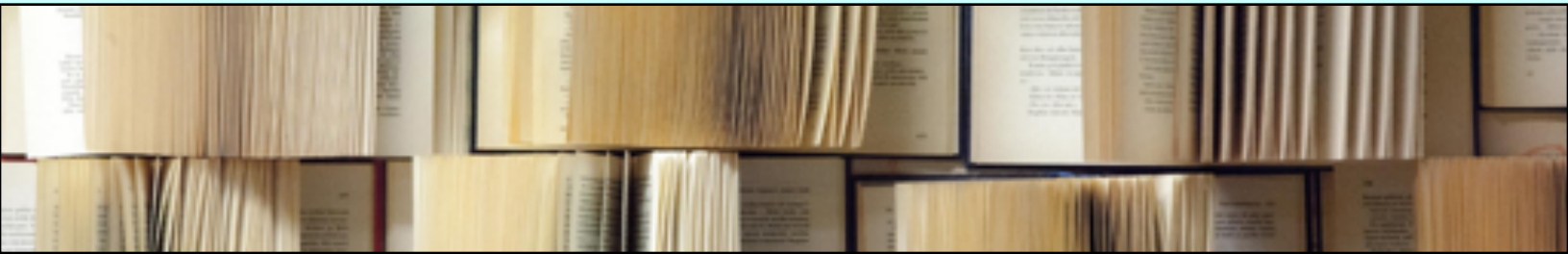
Being a student can be stressful; you often have a lot to manage between classes, personal life, family, and work. In addition, writing and composing are vulnerable acts. As part of our effort to form a supportive community in this class, we should strive to look out for one another. A kind word, an enthusiastic comment about a peer's writing, or simply offering to listen can go a long way toward this goal. If stresses emerge regarding your course work, please speak with me. I will strive to support each of you in your academic life.

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As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may impact your ability to attend class, concentrate, complete work, take an exam, or participate in daily activities. Problems with relationships, family worries, loss, housing or food insecurity, or a personal struggle or crisis can also contribute to decreased academic performance. In these cases, please consider taking advantage of the resources the university provides through the Dean of Students' Office or the Counseling and Testing Center.

You can reach Counseling at <https://counselingcenter.gsu.edu/> and 404-413-1640 and the Dean of Students Student Advocacy team at <https://deanofstudents.gsu.edu/> and 404-413-1515. Emergency assistance may also be available; you can access information at <https://deanofstudents.gsu.edu/student-assistance/>.



ATTENDANCE/ PUNCTUALITY/ PARTICIPATION

Our course is designed as an online course with weekly synchronous online meetings. Your success will rely on your logging into iCollege and checking your GSU student email regularly to engage with course materials, other students, and your instructor. Our course will include whole-class interactions, small-group work, and self-paced activities. We will meet via Zoom on Tuesday each week from 8:00 - 9:15 am Eastern Time (during the scheduled course meeting). We will not meet synchronously on Thursdays but there will be material posted to iCollege throughout the week which you should work on throughout the week.

Participation and engagement are expected and integral to success in the course. The course schedule indicates the plan for the semester's pacing. Please review the schedule each week before our synchronous meeting in case you have questions or concerns about completing the assigned tasks. Note the cycle of work and deadlines for each week. Deadlines are vital to maintain a productive rhythm in our class and one assignment often builds on another.

Active participation in an online class includes regular, meaningful contributions to our class discussion posts, providing peer feedback on writing and projects as assigned, and engaging in any synchronous meetings as scheduled. Because we are a learning community, your thoughts and questions are absolutely vital to the success of our class. We will all work to make our class a place where everyone feels comfortable sharing your work and ideas, using the technology available to us.

A portion of your final course grade is connected to weekly writing and activities structured to help you be successful in the course. This is not "busy work," but is integral to your instruction and learning in our course. This work may take the form of responses to our class discussion board, informal writing posted to an Assignment folder or sent to the instructor or other students, completing activities in our online textbook, or even creating short video or audio presentations. This work not only helps you succeed on major projects, but can make a difference in your final course grade.

If you ever have questions about my expectations, collaborating with others, what you need to hand in, what I have received in iCollege, or about your course grades, please feel free to email your questions or make an appointment (either during office hours or another scheduled, agreed-upon time).

STUDENT ILLNESS (AKA, re: COVID-19)

If a student develops a fever, cough or shortness of breath they should stay at home, not go to class or work, and stay away from other people. If a student becomes sick or is required to quarantine during the semester, they should notify their instructor as soon as possible. The student will work with the instructor to develop a plan to complete the necessary course content, activities, and assessments in order to meet the course student learning outcomes.

Students in residence halls who report an infection will be asked to return home. For those unable to do so, GSU will provide a sequestered area that will allow residential students to isolate while infected.

Since this is scheduled as an online class, this information may not apply to you, but please be safe, and if you are impacted by COVID-19 or other illness, please contact me so we can work out a tenable schedule for completion of your work for this course.

MISSED AND LATE WORK

This course is designed for you to work along with the material throughout the semester; each new project builds on the assignments before it. *This means that you should not expect to turn in all your work in the last week of class and still receive credit for it.*

All major assignments must be completed to pass the course. Generally, late major projects and papers are not accepted. It is vital, therefore, that you plan to meet all scheduled work deadlines. In-class writing (25% of your course grade) is time sensitive. As noted above, this work assists you with weekly learning, is often scaffolding into a project in a specific way, and may be collaborative. It is especially important that you complete this work on time.

I absolutely understand that emergencies can arise and that accommodations may be needed for students who find that, during the term, they are affected by circumstances beyond your control. Please email me as soon as possible to discuss allowances that I can make in the case of a necessary absence or late work.

Late work submitted without prior arrangement will be considered on a case by case basis. Should you anticipate that you may need an extension, that request should be a) phrased politely and b) be submitted *prior* to the due date.

COMMUNICATION FOR THIS COURSE

All assignment material and course announcements will be posted on our class iCollege site. I may also use my GSU **faculty email address** to send information to your GSU student email address. You will need to check both our class iCollege site and your campus email several times each week. **Remember, you are responsible for all information posted for class.**

If you would like to contact me directly—and I hope that you will—please email me and we can set up a time to chat. You may have questions or just want to talk about class – I encourage both! I typically check my email on weekdays between 8am-2pm. This means I may not receive an email you send on Friday night until Monday—plan accordingly. Additionally, while you may have a personal email account that you prefer to use, **I will only send and respond to emails in your GSU student email account, per university policy.** All correspondence, therefore, will come to yourcampusid@student.gsu.edu from my sgraves15@gsu.edu faculty email account. Please check this account regularly as any communication outside of iCollege will be sent to this address.

NOTE: ANY EMAIL SENT TO MY STUDENT.GSU.EDU ADDRESS WILL BE IGNORED—I RARELY CHECK IT. Please pay attention to the email address you use when contacting me. If you have not received a reply, this may be why.

ASSIGNMENT SUBMISSION

All coursework must be submitted electronically to our class iCollege site. Except in prearranged instances, emailed papers will not be accepted for grading. All formal papers should follow MLA guidelines that are presented in our textbook and that will be discussed as part of class. **All essays must be submitted in .doc or .docx format—you may need to export from your text editor of choice.**

Specific requirements for individual assignments will be posted in the handouts for each. While it is your responsibility to know proper format and to submit your essays based on class expectations, I am happy to answer questions in advance of any due date.

PLAGIARISM & ACADEMIC DISHONESTY

You should familiarize yourself with Georgia State's Policy on Academic Honesty. This policy refers to every piece of writing you do for class, including drafts, reading responses, discussion posts, and finished essays. If you are ever unsure what may or may not be plagiarism, please do not hesitate to ask me. In fact, I welcome your questions. Any work that is turned in to this class that is plagiarized or violates the university academic honesty policy will receive an automatic ZERO for the assignment grade and must be referred to the College of Arts and Sciences for further review and potential disciplinary action.

As stated in the Student Handbook, Georgia State University defines plagiarism as . . .

“ . . . any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own . . . [It] frequently involves a failure to acknowledge in the text . . . the quotation of paragraphs, sentences, or even phrases written by someone else.” At GSU, “the student is responsible for understanding the legitimate use of sources . . . and the consequences of violating this responsibility.”

In addition, students are required to be honest in their academic work by writing their own papers. Handing in papers you receive from someone else or allowing someone else to heavily edit or write work for you constitutes an academic honesty violation. In addition, **using work from previous courses or other current courses (from any course at any school whether high school or college) is also a violation of the academic honesty code.**

INCOMPLETES

In order to receive an incomplete, a student must inform the instructor, either in person or in writing, of his/her inability to complete the requirements of the course. A grade of incomplete will only be considered for students who meet the following three conditions:

- passing the course with a C or better
- present a legitimate, non-academic reason to the instructor (documentation is required)
- have only one major assignment left to finish

Assignment of incompletes and the terms for removal of the “I” will be set at the instructor’s discretion in consultation with the Director or Associate Director of Lower Division Studies and in accordance with university policies.

STUDENT ACCOMMODATIONS

Students who wish to request accommodation may do so by contacting the GSU [Access and Accommodations Center](#). Information specific to matters related to COVID-19 can be found on their homepage. Georgia State University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students may only be accommodated upon issuance of a formal Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought. The starting point for getting a plan in place is the [Eligibility Verification Form](#). Contact the Access and Accommodations staff for more information.

Please schedule an individual appointment with me so that we may discuss any accommodations you need in our class and together come up with a plan for your success. To respect your privacy, we will not discuss these accommodations in class discussions or in collaborative group settings.

PLEASE NOTE: I recognize that access to health care is highly impacted by geographic, economic, and ethnographic inequities. If you have a need for an accommodation but because of these obstacles (or any combination thereof) you lack the requisite accommodation letter, please let me know how I might best be able to support you in this course to help you succeed.

THE WRITING STUDIO @ GEORGIA STATE



The Writing Studio's mission is to support you in your writing for our course and beyond, as noted below:

"Our mission is to enhance undergraduate and graduate student writing by encouraging all writers to participate in regular conversation about the writing process and their academic work. We believe that talking about ideas and the art of writing with knowledgeable readers creates the ideal

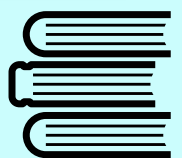
learning environment for practicing personal expression, persuasion, and critical thinking, all of which are vital to succeeding in the arts of academic and professional writing and communication. We support a community where writers, readers, and teachers all learn from each other, by responding to each others' texts with engaged conversation."

The Studio can assist you at any stage of writing: brainstorming, outlining, organizing, or editing. They also help you refine professional development materials like resumes and cover letters, as well as offering support for scholarship essays and graduate school applications. This service is free and is a valuable resource for all writers, and I strongly encourage you to take advantage of this space. Please note, that you will need to make an appointment for tutoring at www.writingstudio.gsu.edu.

Studio appointments during the Fall 2020 term will be held online.

ONLINE EVALUATION OF INSTRUCTOR

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation. Our student evaluation form also offers the opportunity for you to reflect on your own course performance and educational goals.



ENGLISH MAJORS & THE GRADUATION PORTFOLIO

The English department at GSU requires an exit portfolio of all students graduating with a degree in English. Ideally, students should work on this every semester, selecting 1-2 papers from each course in the major and revising them, with direction from faculty members. The portfolio includes revised work and a reflective essay about what you've learned.

Each concentration (literature, creative writing, rhetoric/composition, and secondary education) within the major has specific items to place in the portfolio, so be sure to download the packet from the English department website.

The Senior Portfolio is due at the midpoint of the semester you intend to graduate. Please check the university's academic calendar for that date. Please direct questions about your portfolio to the instructor of your senior seminar or to Dr. Mark Noble, Director of Undergraduate Studies.

ASSESSMENT POLICIES

GRADING SCALE

<i>Superior</i>	<i>Satisfactory</i>	<i>Needs Improvement</i>	<i>Failing</i>
100 to 98 = A+	89 to 88 = B+	79 to 78 = C+	69 to 60 = D
97 to 93 = A	87 to 83 = B	77 to 70 = C	Below 60 = F
92 to 90 = A-	82 to 80 = B-		

This is the standard grading scale for all English 1101 and 1102 courses at GSU. **Note that a grade of C is needed to pass this course.**

ASSESSMENT CRITERIA FOR AN A+

An A+ paper must meet and exceed the assessment criteria for the A. There are two circumstances under which a student can earn an A+ on a formal paper or project assignment in these courses. 1. A+ work is writing at a higher academic level (i.e., a paper for a first-year class meeting expectations for a more advanced course) and 2. A+ work addresses audience expectations or writing needs beyond the course; for example, the paper serves a public or community service or is professional and ready for workplace distribution.

GRADING & ASSIGNMENT BREAKDOWN

Assignment	Weight
Essay 1: Narrative Assignment: Story Telling (3 pp.)	20%
Essay 2: Primary Research Essay: Reporting (2 pp.)	15%
Essay 3: Argumentative Essay (4 pp. plus a Works Cited page)	25%
Final Project: Revision and Reflection	15%
Weekly Writing & Activities	25%
Total	100%

REMINDER: ALL MAJOR ASSIGNMENTS MUST BE COMPLETED TO PASS THIS COURSE.

WEEKLY WRITING & ACTIVITIES

These assignments are low-stakes and are graded based on a) completion and b) effort. They may include textbook activities, discussion posts, video responses, short quizzes, group activities, and peer editing. You are expected to provide timely, thoughtful, meaningful contributions to our class conversations and participate in all work assigned by your instructor to receive credit.

I will **drop your TWO lowest Weekly Writing & Activities grades.** This means you can skip two of these without penalty.

Because of their low stakes and frequent nature, except in extreme circumstances the weekly writing assignments will not be accepted late.



GSU POLICY RE: POSTING INSTRUCTOR-GENERATED MATERIALS ON EXTERNAL SITES

The selling, sharing, publishing, presenting, or distributing of instructor-prepared course lecture notes, videos, audio recordings, or any other instructor-produced materials from any course for any commercial purpose is strictly prohibited unless explicit written permission is granted in advance by the course instructor. This includes posting any materials on websites such as Chegg, Course Hero, OneClass, Stuvia, StuDocu and other similar sites. Unauthorized sale or commercial distribution of such material is a violation of the instructor's intellectual property and the privacy rights of students attending the class, and is prohibited.

This policy was approved by the GSU Faculty Senate on August 21, 2020.

BASIC NEEDS STATEMENT

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable us to provide resources that we may possess. The **Embark program at GSU** provides resources for students facing homelessness and **Panther's Pantry** provides resources for students facing food insecurity.

THIS SYLLABUS REFLECTS A PLAN FOR THE COURSE. CHANGES TO THIS PLAN MAY BECOME NECESSARY AS THE SEMESTER PROGRESSES.

MAJOR UPDATES WILL BE PROVIDED IN WRITING BY YOUR INSTRUCTOR.

STUDENTS ARE RESPONSIBLE FOR TAKING NOTE OF ANY CHANGES THAT MAY OCCUR.


COURSE SCHEDULE
WEEK 1 **AUG 24 - 30****WELCOME & INTRODUCTION****Welcome to the course!**

- Introduction to the course & to one another
- Invitation to purchase course text sent via email
- Read *The World is a Text* "How Do I Write a Text for College?" (iCollege)

8/25: Synchronous Class Meeting

WEEK 2 **AUG 31 - SEPT 6****LITERACY & PERSUASION****What is Literacy? Why Study Persuasion?**

BEFORE CLASS:

- Read *Everything's a Text* Ch 1 (iCollege)

ANYTIME THIS WEEK:

- Read Introduction to *Persuasion: History Theory, Practice* (iCollege)
- Watch "Intro to Media Literacy"
- Optional: Read *GTFYW* Ch 1 (if you have the text)
- Watch "Literacy & Persuasion" Class Lecture video
- SIGN UP FOR A FLIPGRID ACCOUNT

9/1: Synchronous Class Meeting

DUE: 9/3 Weekly Writing (submit to folder on iCollege)
 9/6 FlipGrid discussion post

WEEK 3 **SEPT 7 - 13****INTRO TO RHETORIC****What is Rhetoric and Why Should I Care?**

BEFORE CLASS:

- Read *GTFYW* Ch 2 & Ch 3
- Watch "What is Rhetoric?"

AFTER CLASS:

- Read *Rhetorical Visions* "Consuming College" (iCollege)
- Watch class lecture video

9/7: LABOR DAY - NO CLASSES

9/8: Synchronous Class Meeting

DUE: 9/13 Weekly Writing (submit to folder on iCollege)

WEEK 4 SEPT 14 - 20**INTRO TO NARRATIVE; MLA FORMAT PART 1****What is Narrative? How do I use MLA Format in Essay 1?**

BEFORE CLASS:

- Read *GTFYW* Ch 7 "Narratives" Section
- Watch "MLA Format for Essay 1" video

AFTER CLASS:

- Read *The World is a Text* "How Am I a Text? On Writing Personal Essays" (iCollege)
- Read *Writing With a Thesis* "Narrative" (iCollege)
- Watch class lecture video

9/15: Synchronous Class Meeting

DUE: 9/17 Weekly Writing (submit to folder on iCollege)**9/20 POLISHED DRAFT OF ESSAY 1 DUE****WEEK 5 SEPT 21 - 27****ARGUMENT; THE WRITING PROCESS****How does Academic Argument Work? What is the Writing Process?**

BEFORE CLASS:

- Read *GTFYW* Ch 4 (Stop at "Counterarguments, Rebuttal, Concession"); *GTFYW* Ch 5
- Watch "Purdue OWL Vidcast: Drafting and Revising"

AFTER CLASS:

- Watch class lecture video
- ESSAY DRAFT RETURNED BY 9/24—REVISE BASED ON COMMENTS

9/22: Synchronous Class Meeting

DUE: 9/24 FlipGrid discussion post**9/27 ESSAY 1 FINAL DRAFT DUE****WEEK 6 SEPT 28 - OCT 4****INTRO TO RESEARCH; INTERVIEWS****How Can I Find Stuff Out? What is Primary Research? How do I ask someone good questions?**

BEFORE CLASS:

- Read *GTFYW* Ch 2
- Watch "How to Ask Better Questions"

AFTER CLASS:

- Read "How to Talk to People, According to Terry Gross" (iCollege)
- Watch "Bridge Stories! With Hank Green"
- Watch class lecture video

9/29: Synchronous Class Meeting

DUE: 10/1: Weekly Writing (submit to folder on iCollege)

10/4: FlipGrid Discussion Post

WEEK 7 OCT 5 - 11

THESIS STATEMENTS; SUBJECT VS TOPIC

What really IS a Thesis Statement? How do I craft a good one? What's the difference between a Subject & Topic?

BEFORE CLASS:

- Read *Writing With a Thesis* Ch 1 (iCollege)
- Watch "Thesis Statement Writing [Examples, Definition, Outline]"

AFTER CLASS:

- Watch "Roxane Gay (*New York Times*) Shares Writing Tips: On Finding the Why"
- Read *GTFYW* Ch 10 "Bad Feminist" by Roxane Gay
- Watch class lecture video

10/6: Synchronous Class Meeting

DUE: 10/8: FlipGrid Discussion Post
10/11: ESSAY 2 POLISHED DRAFT DUE

WEEK 8 OCT 12 - 18

STRUCTURING THE ESSAY

What are the different kinds of essays? How is an Academic Essay Structured?

BEFORE CLASS:

- Watch "Basic Essay Structure"
- Watch "Papers & Essays: Crash Course Study Skills #9"
- Watch "Procrastination SUCKS: 3 reasons why you should FINISH things (or just quit lol)"

AFTER CLASS:

- ESSAY 2 DRAFTS RETURNED 10/15; REVISE BASED ON COMMENTS

10/13: Synchronous Class Meeting [SEMESTER MIDPOINT–LAST DAY TO DROP]

DUE: 10/18: ESSAY 2 FINAL DRAFT DUE

WEEK 9 OCT 19 - 25

SECONDARY RESEARCH

What IS Secondary Research? How can I tell what's credible?

BEFORE CLASS:

- Read / Explore GSU Library Site: <https://research.library.gsu.edu/onlinestudents>
- Watch "How to Find Stuff in the GSU Library"
- Watch "The Dark(er) Side of Media: Crash Course Media Literacy #10"

AFTER CLASS:

- Read "Reading With and Against the Grain" from *Persuasion: History, Theory, Practice* (iCollege)
- Read "Introduction" & Ch 1: Starting With What Others Are Saying" from *They Say / I Say* (iCollege)
- Watch "Astroturfing"
- Watch class lecture video

10/20: Synchronous Class Meeting

DUE: 10/22: Weekly Writing (submit to folder on iCollege)
 10/25: FlipGrid Discussion Post

WEEK 10 OCT 26 - NOV 1

DOCUMENTATION / MLA PART 2 (ELECTRIC BOOGALOO)

Now that I found some research, how do I avoid plagiarizing it?

BEFORE CLASS:

- Read *GTFYW* Ch 6 (through MLA Documentation section)
- Watch "MLA Citation"

AFTER CLASS:

- Read "Plagiarism" from *Persuasion: History, Theory, Practice* (iCollege)
- Read "Ch 2: The Art of Summarizing" & "Ch 3: The Art of Quoting" from *They Say / I Say* (iCollege)
- Watch class lecture video

10/27: Synchronous Class Meeting

DUE: 10/29: Weekly Writing (submit to folder on iCollege)

11/1: FlipGrid Discussion Post

WEEK 11 NOV 2 - 8

COUNTERARGUMENT & REBUTTAL

How do I shore up my analysis by acknowledging differing positions?

BEFORE CLASS:

- Review *GTFYW* Ch 4 "Argument Models" and "Claims & Evidence"
- Watch "MLA Citation"

AFTER CLASS:

- Read "Plagiarism" from *Persuasion: History, Theory, Practice* (iCollege)
- Read "Ch 2: The Art of Summarizing" & "Ch 3: The Art of Quoting" from *They Say / I Say* (iCollege)
- Watch class lecture video

11/3: Synchronous Class Meeting

DUE: 11/5: FlipGrid Discussion Post (ESSAY 3 TOPIC SUBMISSION)

11/8: Weekly Writing (submit to folder on iCollege)

WEEK 12 NOV 9 - 15

CONNECTING IDEAS; CONCLUDING

How do I make my ideas "flow" (and what does that mean)? How do I wrap it up?

BEFORE CLASS:

- Read "Ch 8: Connecting the Parts" from *They Say / I Say* (iCollege)
- Watch "Learn to Write a Conclusion in Under Five Minutes!"

AFTER CLASS:

- Watch class lecture video

11/10: Synchronous Class Meeting

DUE: 11/12: Weekly Writing (submit to folder on iCollege)**11/15: ESSAY 3 POLISHED DRAFT DUE**

WEEK 13 NOV 16 - 22

CATCH UP WEEK

What have we gotten behind on?

BEFORE CLASS:

- Read *Writing With a Thesis* Ch 10: Argumentation (iCollege)
- Other items TBD

AFTER CLASS:

- ESSAY 3 DRAFTS RETURNED BY 11/19; REVISE BASED ON COMMENTS

11/17: Synchronous Class Meeting

DUE: 11/19: Weekly Writing (submit to folder on iCollege)**11/22: ESSAY 3 FINAL DRAFT DUE**

WEEK 14 NOV 23 - 29

FALL BREAK!!!!!!!!!!

Eat turkey. Or Tofurky. Chill a bit, if you can.

- Watch <https://youtu.be/tJE3KDxTbWI>

WEEK 15 NOV 30 - DEC 6

REVISION

I wrote this thing—you mean I'm not done with it?

BEFORE CLASS:

- Read "Why and How to Revise" (iCollege)
- Other items TBD

12/7: LAST DAY OF CLASSES

12/8: NO CLASS MEETING (Conferences available via appointment)

DUE: 12/6: REVISED ESSAY 3 POLISHED DRAFT DUE

WEEK 16 DEC 7 - 15

FINALS WEEK

12/7: LAST DAY OF CLASSES

12/8: NO CLASS MEETING (Conferences available via appointment)

12/9: REVISED DRAFTS RETURNED

DUE: 12/13 REVISED ESSAY 3 & REFLECTION DUE

NOTA BENE: This schedule is subject to change.

ANY CHANGES TO THIS SCHEDULE WILL BE POSTED TO ICOLLEGE.